



The District Technology Plan

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Key Points

- A district technology plan should focus on integrating technology into the teaching and learning process to transform the way teachers teach and students learn.
- At the very least, the technology plan should be embedded in or supplement the district's comprehensive school improvement plan.
- A planning committee is critical to the success of any technology plan. The committee should include expertise in planning, building a vision, needs assessment, curriculum and instruction, evaluation, goal setting, professional development, technology hardware, support and integration, media/marketing, and financial planning.

5 Technology Focus Areas

1. Student Learning (includes technology skills)
 2. Teacher Preparation and Delivery of Instruction
 3. Administration / Data Management / Communication Processes
 4. Resource Distribution and Use
 5. Technical Support
- The five TFAs are interwoven throughout the Technology Plan as a way of insuring a comprehensive, workable plan is created that maintains a focus through the six major sections of the plan.

How We Organized

- Building level – principals responsible
- Libraries were a separate section
- Copied old sections of plan
- Building level committees, principals returned final copies
- Admin and Professional Development at District level (Tech coordinator/director/grant coordinator)

Develop the Format of the Final Plan

- Is the district Technology Plan being developed for one, three, or five years (e-rate requires Technology Plan approval every three years)?
- What technology will be included in the plan (e.g., telephony, audiovisual, computers, multimedia, technical support, etc.)?
- Will the district Technology Plan format include all the components checked on the scoring guide used for state and e-rate approval?

Develop the Format of the Final Plan

PURPOSE

The aim of the A.V. Elementary schools technology program is to strengthen the student and teacher's use of technology during instruction. Technology is essential in order for individuals to function effectively in today's society. Therefore, children need to be introduced to technology, its capabilities and applications, at the elementary school level. In addition, technology can be used to compliment, enhance, and enrich the curriculum. Students in the Arcadia Valley Elementary School are presently participating in the technological education that has become a necessary part of our life-style. This plan will provide our young learners with the opportunities they will need to succeed in the future.

GOALS

The following are the technology goals for the Arcadia Valley Elementary.

Goal 1: To improve student achievement and increase MAP scores in 3rd and 4th grade.

Strategy 1A:	A new upgraded computer-networked lab will be installed in the elementary building for all students.	
Timeline:	2001-2002	replace 8 in elementary the lab 3 portable SmartBoards-1for the computer lab and 2 for 3 rd grade classrooms (Science and Comm. Arts) 1 laser printer w/6 cartridges for computer lab 1 ink jet printer w/6 cartridges for computer lab 2 zip drives for 3 rd grade MAP 2 lap top computers for 3 rd grade 4 laser printers-4 th Grade E-Mints Rooms
	2002-2003	<u>replace 16 computers in the elementary lab</u> 2 Portable <u>SmartBoards</u> (2 nd grade) 2 Portable <u>SmartBoards</u> (1 st grade) 2 Installed <u>SmartBoards</u> (3 rd Grade-Science & Comm. Arts) 26 Computers Internet Access (3 rd Grade) 2 Scanners (3 rd Grade) 2 Digital Cameras (3 rd Grade) 2 Laser Printers (3 rd Grade)

Develop the Format of the Final Plan

- We included each set of components under each building
 - Goals
 - Objectives
 - Timelines
 - We did not include the “who is responsible” and the “funding source” in this section – these did not seem to fit for us – they were in separate sections

AV's Format of the Final Plan

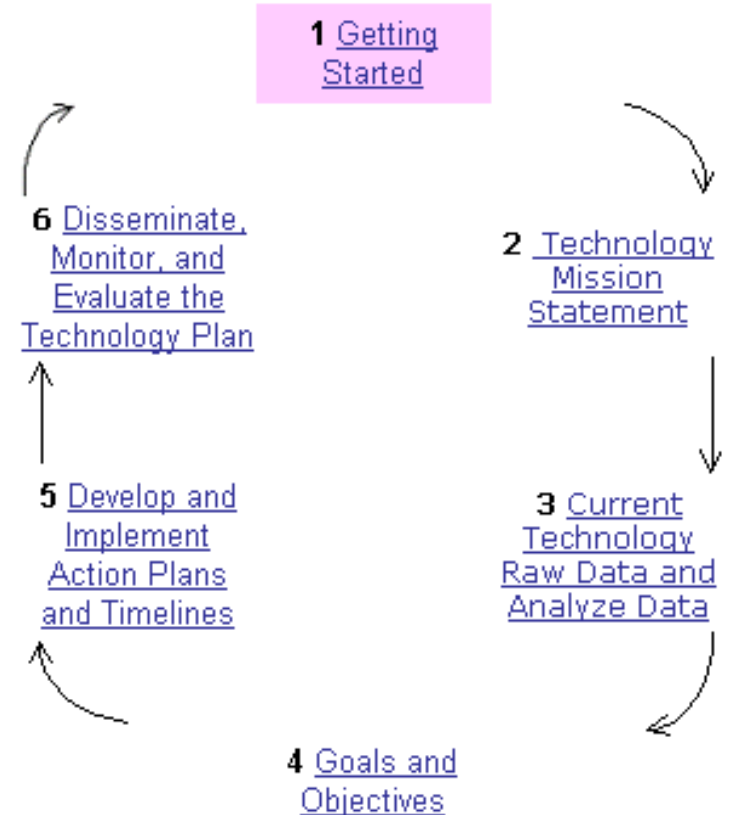
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The Planning Cycle

- Develop a committee
- Include everyone
- Make assignments
Divide the work
- Meet regularly
- Share and revise
- Appoint one person to consolidate the plan
- The alternative is for one person to do all the work

Technology Planning



Where to Begin

- + The DESE web page
- + Your Technology Committee needs to get information from everyone who has the it (budget, grants, CSIP, MSIP need to be considered)
- + Your original/last plan (revise or follow the scoring guide)
- + Find other plans to copy formats and check for missing parts
- + Design surveys early and analyze the results (under the Technology Leadership Academy TAGLIT is an excellent tool)
- + **FOLLOW THE SCORING GUIDE!!!!**

DESE's Instructional Technology Homepage

[http://www.dese.state.mo.us/
divimprove/instrtech/index.html](http://www.dese.state.mo.us/divimprove/instrtech/index.html)

The Instructional Technology Programs section administers several grant programs that assist districts to improve schools, expand local curriculum and improve classroom teaching practices.



CURRENT INFORMATION

Monthly newsletter, important deadlines, upcoming events and important correspondence.

- [Current Issue of Newslite](#) [Past Newslite Issues](#) ****Updated July 1, 2002****
- [Calendar of Events](#)
- [Conferences](#)
- [From the Director's Desk](#)



GRANTS

Program manual, application information, funded projects for entitlement and competitive technology grants.

- [DESE Automated Web Application](#)
- [Technology Acquisition and Enhancement Grant \(TAG\)](#)
- [Video Instructional Development and Educational Opportunities \(VIDEO\)](#)
- [Competitive Technology \(CT\)](#)
- [Interactive Distance Learning \(IDL\)](#)
- [Technology Literacy Challenge Fund \(TLCF\)](#)
- [Title II D](#) **The approved applicants are listed here.**



ADDITIONAL PROGRAMS

DESE supported technology initiatives and partnerships.

- [MOREnet Technology Networking Project \(TNP\)](#)
- [enhancing Missouri's Instructional Networked Teaching Strategies \(eMINTS\)](#)
- [E-rate \(USF Discount Program\)](#)
- [Census of Technology \(COT\) April Reporting Cycle](#)
- [Census of Technology \(COT\) ** 2001 Report**](#)
District info is now available; Building info coming soon
- [Rural School and Community Trust \(RSCT\)](#)



TECHNOLOGY PLANNING

Technology integration planning, implementation, and evaluation tools and resources.

- [21st Century Vision](#)
- [State Technology Plan](#) ****NEW 4/12/02****
[A Note about downloading PDF documents](#)
- [District Technology Planning Information](#)
- [Status of District Technology Plan](#)



PROFESSIONAL DEVELOPMENT

DESE supported staff development opportunities and resources.

- [MarcoPolo Training Initiatives](#)

DESE Technology Planning Assistance

Technology Planning

[A note on Downloading PDF Files](#)

Status of Technology Plan

Status of technology plans in county district order. These will be updated every month on the 15th or the next working day after.

Creating a Technology Plan (2002)

A guide to developing a technology plan including guiding questions and templates.

Revised (2002) Technology Plan Scoring Criteria

The complete criteria upon which Missouri School District Technology Plans will be evaluated. This is a PDF format.

1997 Missouri Educational Technology Plan

Describes the Department's vision for technology in Missouri's schools; lists the state's long-range technology goals, benchmarks, and strategies; and, provides a status report of progress.

2002 Missouri Educational Technology Plan [A Note about downloading PDF formats](#)

2001 Status of Technology Goals and Benchmarks **UPDATED 12/01**

The table charts the progress of Missouri's Technology Goals, 1997 through 2001. Most of the information is based on the Missouri Census of Technology. Note that the Census was revised in 1998 and 1999, with some items improved to lessen ambiguity and items added to provide a clearer picture of the educational technologies available and in use in Missouri's public schools. Also, note that several of the benchmarks have been "upgraded" throughout the years.

E-Rate information

A compilation of helpful advice, forms, rules and other resources designed to help schools and libraries take advantage of discounted rates for telecommunication services provide under the Universal Service Fund.

Technology Plan Outline (pdf) (2000)

An outline of the tasks that must be completed in the development of the technology plan.

Using Technology in Missouri Schools - A Planning Guide (1994)

A helpful guide of ideas and suggestions that will help teachers and school district leaders develop effective, long-range plans for using technology in all aspects and levels of education. It is not a compliance manual; however, it offers resources that will help you keep pace with your fast-changing technology needs.

Apple Planning Guide(2002)

The Planning Guide is a tool designed to assist you in creating and implementing a technology integration plan for your school or district.



Newsline



Instructional Technology Newsline

Department of Elementary and Secondary Education

Volume 3, Number 10
August, 2002

Instructional Technology Staff (573) 751-8247

<http://www.dese.state.mo.us/divimprove/instrtech/newsletters>

- ◆ Deborah S. Sutton, Director
- ◆ Claranne Vogel, Supervisor
- ◆ Lisa Walters, Library Media and Technology Consultant
- ◆ Rosalyn Wieberg, Supervisor
- ◆ Shirley Brumley, Administrative Assistant

In This Issue . . .

- ◆ Instructional Technology Update
- ◆ Opening Doors Through Technology: 2002 Missouri Educational Technology Conference
- ◆ The National Teacher Training Institute Comes to St. Louis and Farmington
- ◆ MoDLA-TV Teacher/Faciliator/Administrator Workshop
- ◆ Missouri Distance Learning Group Meets
- ◆ Great Magazines, Articles
- ◆ School Center Web Page Software
- ◆ Earobics Literacy Launch
- ◆ BrainPOP's 250+ Online Movies
- ◆ Learning With Technology: Bucklin R-II, Laclede Co R-I and Albany R-III
- ◆

The “SCORING GUIDE”

- Review it
- Follow it
- Check to see “what you have”
- Check to see “what is missing”
- Divide the committee to finish each section

The Technology Committee

- This is the key to planning
- Key people will do most of the work, but get everyone in agreement at least on the future directions (If possible)
- Sometimes they make tough decisions

TECHNOLOGY PLANNING COMMITTEE: Membership of the district's technology planning committee is representative of students, teachers, administrators, technical support staff, parents, and community/business leaders. Representation is equitable, and appropriate to address the five Technology Focus Areas (TFAs): 1) Student learning as it relates to the Show Me Standards, including technology skills, 2) Teacher preparation and delivery of instruction, 3) Administration/data management/communication processes, 4) Resource distribution and use, and 5) Technical support.

Needs Revision (1-2 points)	Adequate (required) (3-4 points)	Commendable (5 points)	Score
Committee list is missing or inadequate to determine representation. See note *.	Committee list: <ul style="list-style-type: none"><input type="checkbox"/> identifies membership groups<input type="checkbox"/> includes most membership groups<input type="checkbox"/> is appropriate in size	Committee list: <ul style="list-style-type: none"><input type="checkbox"/> identifies membership groups<input type="checkbox"/> includes all membership groups<input type="checkbox"/> is appropriate in size<input type="checkbox"/> has equitable representation<input type="checkbox"/> provides TFA links	

*Revision Note:

The Technology Committee

- Size Small schools 15 – Large schools 30
- Include all groups (students, teachers, Board, administrators, parents, community, support staff, maintenance staff)
- Addresses TFAs (sub-committees)
- Relate to other district committees)
 - MSIP Committee/Plan
 - CSIP Committee/Plan
 - PDC Committee/Plan
 - Strategic Plan/Committee
 - Building Plans

Mission Statement

- **Statement relating to CSIP!**
- **Relate to instruction (teaching and learning)**
- **Is there a vision of where the district is going and is related to technology and learning?**

DISTRICT EDUCATION TECHNOLOGY MISSION STATEMENT: The technology mission statement addresses the impact of technology on the district's teaching and learning goals (CSIP).

Needs Revision (1-2 points)	Adequate (required) (3-4 points)	Commendable (5 points)	Score
Technology mission statement is missing or inadequate to determine the technology focus of the district. See note*.	Technology mission statement: <ul style="list-style-type: none"><input type="checkbox"/> focuses on integration and student achievement<input type="checkbox"/> reflects district mission statement<input type="checkbox"/> reflects district CSIP goals	Technology mission statement: <ul style="list-style-type: none"><input type="checkbox"/> focuses on integration and student achievement<input type="checkbox"/> reflects district mission statement<input type="checkbox"/> reflects district CSIP goals<input type="checkbox"/> directs implementation of TFAs<input type="checkbox"/> demonstrates a clear connection between learning technology access and use	

*Revision Note:

Current Status

- How is technology used?
- What is needed based on emerging technologies?
- What do you have now.

CURRENT STATUS – COMPILING RAW DATA: Comprehensive and appropriate data are compiled to examine the current status of the five Technology Focus Areas.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
<p>Data are missing or inadequate to address:</p> <ul style="list-style-type: none"> ❑ student learning as it relates to the Show-Me Standards ❑ teacher preparation and delivery of instruction ❑ resource distribution and use <p>See note *</p>	<p>Data include at least three of the following:</p> <ul style="list-style-type: none"> ❑ standardized assessments ❑ local assessments ❑ surveys ❑ policies and procedures ❑ student standards ❑ Census of Technology (COT) 	<p>A variety of valid and reliable sources are collected to identify the strengths and weaknesses of district and building level learning. Check sources included.</p> <ul style="list-style-type: none"> ❑ standardized assessments (MAP, ITBS, etc.) ❑ local assessments (pre/post-tests, scoring guides/rubrics, checklists, etc.) ❑ surveys (Census of Technology, Profiler, teacher and student surveys, etc.) ❑ policies and procedures (equity of resources, copyright, AUP, licensing, CIPA, filtering, web page development, computer donations, security, etc.) ❑ student and teacher standards (curriculum/technology, NETS, Show-Me, etc.) ❑ training data, trainer evaluations, training outcomes, etc. ❑ administrative networking tools (fiscal management, purchasing and budget management systems, etc.) ❑ data management tools (student information systems, grade books, attendance, etc.) ❑ communication tools (e-mail, Internet, Intranet, etc.) ❑ total cost of ownership analysis (hardware maintenance, lease/rent, repair, etc.) 	

*Revision Note:

Current Status

- **Information based on:**
 - **CSIP**
 - **MAP, other assessments**
 - **Census of Technology (COT)**
 - **Surveys (PDC, TAGLIT, Tech Committee, include all groups)**
 - **Technical staff**
 - **Total Cost of Ownership (TCO)**
 - **Inventory (don't put the entire inventory in the plan – how is it kept and a sample – numbers, labs, backbone, usage are good)**

Goals and Objectives

- **Relate to mission statement**
- **The key is student learning**
- **Are all areas covered?**

GOAL(S): Goals provide direction for the district's use of educational technology to improve teaching and learning. Goals are broad statements of the purpose of the plan and are linked to comprehensive improvement plans.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
Goal(s) are missing or inadequate to determine the direction of the plan. See note*.	Goal(s) address: <ul style="list-style-type: none"><input type="checkbox"/> mission statement and district CSIP goals<input type="checkbox"/> student learning<input type="checkbox"/> teacher preparation and delivery of instruction	Goal(s) address: <ul style="list-style-type: none"><input type="checkbox"/> mission statement and district CSIP goals<input type="checkbox"/> identified needs/weaknesses<input type="checkbox"/> student learning<input type="checkbox"/> teacher preparation and delivery of instruction<input type="checkbox"/> administration/data management/communication processes<input type="checkbox"/> resource distribution and use<input type="checkbox"/> technical support	

*Revision Note:

Goals & Objectives

- **Short- and Long- Range**
 - **Where do you want to be after next year and after three years?**
- **Focus on student achievement**
- **Timelines and benchmarks**
- **Attainable and realistic**
 - **Of course, everything depends on funding, but if its not in the plan, we don't buy it or do it. It can be a wish list, but it must be realistic**

Student Learning TFA

- Relate to the Show-Me Standards and MAP
- How will teachers use technology in their curriculum?

STUDENT LEARNING TFA -- DATA ANALYSIS, OBJECTIVES, AND ACTION PLANS

Student Data Analysis: Appropriate data and information are used to identify the strengths and weaknesses of student learning as it relates to the Show-Me Standards, including technology skills.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
Strengths and weaknesses for student learning as it relates to the Show-Me Standards and technology are missing or inadequate. See note *.	Valid and reliable sources were analyzed to identify and list strengths and weaknesses. Strengths and weaknesses have been identified at the district and building levels as they relate to: <ul style="list-style-type: none">❑ student learning as it relates to the Show-Me Standards and technology.	Valid and reliable sources were analyzed to identify and list strengths and weaknesses. The relationship between technology and those strengths and weaknesses are clearly summarized as they relate to: <ul style="list-style-type: none">❑ student learning as it relates to the Show-Me Standards and technology❑ curriculum/instruction❑ access and use❑ policies and procedures❑ CSIP/MSIP	

*Revision Note:

Student Learning Objectives

- Relate them to each goal and how technology will assist
- Address to district weaknesses

Student Learning Objectives: Objectives (milestones/measures of accomplishments) support the goal(s) of the plan and address student learning.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
<p>Objectives are missing or inadequate to measure student learning</p> <p>See note*.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <input type="checkbox"/> relate to stated goal(s) <input type="checkbox"/> address <ul style="list-style-type: none"> ○ what progress is expected ○ how the progress will be measured <input type="checkbox"/> are attainable and realistic <input type="checkbox"/> will benefit student learning 	<p>Objectives:</p> <ul style="list-style-type: none"> <input type="checkbox"/> relate to stated goal(s) <input type="checkbox"/> address <ul style="list-style-type: none"> ○ what progress is expected ○ how the progress will be measured <input type="checkbox"/> are attainable and realistic <input type="checkbox"/> will benefit student learning <input type="checkbox"/> address weaknesses identified in section D1 (Analyze Data/Student learning) <input type="checkbox"/> address various learner needs 	

*Revision Note:

Student Learning Plans

- **What action will take place**
- **Timeline/when/whose responsible**
- **Related to goal & objective**

Student Learning Plans: Action plans and implementation strategies indicate technology's role in achieving high student achievement and performance, related to the Show-Me Standards, including technology skills.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
Action Plan is missing or inadequate to determine the effect of technology on student learning. See note*.	Action Plan details: <ul style="list-style-type: none"><input type="checkbox"/> objective<input type="checkbox"/> action step/activity<input type="checkbox"/> timeline/completion date	Action Plan details: <ul style="list-style-type: none"><input type="checkbox"/> goal<input type="checkbox"/> objective<input type="checkbox"/> CSIP and MSIP standards<input type="checkbox"/> action step/activity<input type="checkbox"/> timeline/completion date<input type="checkbox"/> review dates<input type="checkbox"/> correction strategies<input type="checkbox"/> person responsible	

*Revision Note:

Teacher Preparation TFA

- **Relate to PDC**
- **What training will be offered?**
- **Relate to needs**
- **Not just hardware & software: Integration**

TEACHER PREPARATION TFA -- DATA ANALYSIS, OBJECTIVES, AND ACTION PLANS

Teacher Data Analysis: Appropriate data and information are used to identify the strengths and weaknesses of teacher preparation and delivery of instruction.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
Strengths and weaknesses for teacher preparation as it relates to technology are missing or inadequate. See note*.	Valid and reliable sources were analyzed to identify and list strengths and weaknesses. Strengths and weaknesses have been identified at the district and building levels as they relate to: <ul style="list-style-type: none">❑ teacher preparation and delivery of instruction	Valid and reliable sources were analyzed to identify and list strengths and weaknesses. The relationship between technology and those strengths and weaknesses are clearly summarized as they relate to: <ul style="list-style-type: none">❑ teacher preparation and delivery of instruction❑ access and use❑ policies and procedures❑ CSIP/MSIP	

*Revision Note:

Teacher Objectives

- What are the goals?
- What will take place, when, where, how, accountability
- Various needs and survey results

Teacher Objectives: Objectives (milestones/measures of accomplishments) support the goal(s) of the plan and address teacher professional development.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
Objectives are missing or inadequate to measure teacher preparation and delivery of instruction. See note*.	Objectives: <ul style="list-style-type: none"> <input type="checkbox"/> relate to stated goal(s) <input type="checkbox"/> address <ul style="list-style-type: none"> o what progress is expected o how the progress will be measured <input type="checkbox"/> are attainable and realistic <input type="checkbox"/> will benefit teacher preparation and delivery of instruction <input type="checkbox"/> correspond to the planned timeline 	Objectives: <ul style="list-style-type: none"> <input type="checkbox"/> relate to stated goal(s) <input type="checkbox"/> address <ul style="list-style-type: none"> o what progress is expected o how the progress will be measured <input type="checkbox"/> are attainable and realistic <input type="checkbox"/> will benefit teacher preparation and delivery of instruction <input type="checkbox"/> correspond to the planned timeline <input type="checkbox"/> address weaknesses identified in section D2 (Analyze Data/Teacher preparation and delivery of instruction) <input type="checkbox"/> address various teacher needs (disciplines, grade levels, technology integration, uses of resources, etc.) 	

*Revision Note:

Teacher Preparation Plans

- **Step by step**
- **Action plans**
- **Funding**
- **Accountability**

Teacher Preparation Plans: Action plans and implementation strategies promote preparing teachers to integrate technology into curriculum and instructional practices.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
Action Plan is missing or inadequate to determine the effect of technology on teacher preparation and delivery of instruction. See note*.	Action Plan details: <ul style="list-style-type: none"><input type="checkbox"/> objective<input type="checkbox"/> action step/activity<input type="checkbox"/> timeline/completion date<input type="checkbox"/> estimated cost/budget<input type="checkbox"/> funding source	Action Plan details: <ul style="list-style-type: none"><input type="checkbox"/> goal<input type="checkbox"/> objective<input type="checkbox"/> CSIP and MSIP standards<input type="checkbox"/> action step/activity<input type="checkbox"/> timeline/completion date<input type="checkbox"/> review dates<input type="checkbox"/> correction strategies<input type="checkbox"/> person responsible<input type="checkbox"/> estimated cost/budget<input type="checkbox"/> funding source	

*Revision Note:

Administration TFA

- **Student management**
- **District communications**
- **Budget, payroll, finance**
- **Who, what, when, where, how?**

ADMINISTRATION TFA -- DATA ANALYSIS, OBJECTIVES, AND ACTION PLANS

Administration, Management & Communications Data Analysis: Appropriate data and information are used to identify the strengths and weaknesses of the district's use of technology to support administration, data management, and communication processes.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
Strengths and weaknesses for Administration/data management/ communication processes as it relates to technology are missing or inadequate. See note*.	Valid and reliable sources were analyzed to identify and list strengths and weaknesses. Strengths and weaknesses have been identified at the district and building levels as they relate to: <ul style="list-style-type: none">❑ administration/data management/ communication processes	Valid and reliable sources were analyzed to identify and list strengths and weaknesses. The relationship between technology and those strengths and weaknesses are clearly summarized as they relate to: <ul style="list-style-type: none">❑ administration/data management/ communication processes❑ access and use❑ policies and procedures❑ CSIP/MSIP	

*Revision Note:

Administrative Objectives

- Address weaknesses
- All areas covered

Administration, Management & Communications Objectives: Objectives (milestones/measures of accomplishments) are established to support the goal(s) of the plan and address the district's use of technology to support school administration, data management, and communications.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
Objectives are missing or inadequate to measure the administration/data management /communication processes. See note*.	Objectives: <ul style="list-style-type: none"> <input type="checkbox"/> relate to stated goal(s) <input type="checkbox"/> address <ul style="list-style-type: none"> o what progress is expected o how the progress will be measured <input type="checkbox"/> are attainable and realistic <input type="checkbox"/> will benefit administration/data management/communication processes 	Objectives: <ul style="list-style-type: none"> <input type="checkbox"/> relate to stated goal(s) <input type="checkbox"/> address <ul style="list-style-type: none"> o what progress is expected o how the progress will be measured <input type="checkbox"/> are attainable and realistic <input type="checkbox"/> will benefit administration/data management/communication processes <input type="checkbox"/> correspond to the planned timeline <input type="checkbox"/> address weaknesses identified in section D3 (Analyze Data/administration/data management/communication processes) <input type="checkbox"/> address various management needs (fiscal, attendance, etc.) 	

*Revision Note:

Administrative Plans

- **Relate to goal and objectives**
- **Actions to be taken**
- **Details**

Administration, Management & Communications Plans: Action plans and implementation strategies indicate technology's role in improving the district's administration, data management, and communication processes.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
Action Plan is missing or inadequate to determine the effect of technology on administration/data management/communication processes. See note*.	Action Plan details: <ul style="list-style-type: none"><input type="checkbox"/> objective<input type="checkbox"/> action step/activity<input type="checkbox"/> timeline/completion date<input type="checkbox"/> estimated cost/budget<input type="checkbox"/> funding source	Action Plan details: <ul style="list-style-type: none"><input type="checkbox"/> goal<input type="checkbox"/> objective<input type="checkbox"/> CSIP and MSIP standards<input type="checkbox"/> action step/activity<input type="checkbox"/> timeline/completion date<input type="checkbox"/> review dates<input type="checkbox"/> correction strategies<input type="checkbox"/> person responsible<input type="checkbox"/> estimated cost/budget<input type="checkbox"/> funding source	

*Revision Note:

Data Analysis

- **Surveys**
- **MAP Data**
- **Not just hardware**

RESOURCE TFA -- DATA ANALYSIS, OBJECTIVES, AND ACTION PLANS

Resource Data Analysis: Appropriate data and information are used to identify the strengths and weaknesses of the district's access to and use of technology resources.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
Strengths and weaknesses for resource distribution and use as it relates to technology are missing or inadequate. See note*.	Valid and reliable sources were analyzed to identify and list strengths and weaknesses. Strengths and weaknesses have been identified at the district and building levels as they relate to: <ul style="list-style-type: none">❑ resource distribution and use	Valid and reliable sources were analyzed to identify and list strengths and weaknesses. The relationship between technology and those strengths and weaknesses are clearly summarized as they relate to: <ul style="list-style-type: none">❑ resource distribution and use❑ access and use❑ policies and procedures❑ CSIP/MSIP	

*Revision Note:

Resource Objectives

- Address weaknesses
- Address where you want to go
- TCO (replacement/maintenance)
- We did at the building level

Resource Objectives: Objectives (milestones/measures of accomplishments) are established to support the goal(s) of the plan and address the distribution and use of the district's technology resources.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
Objectives are missing or inadequate to measure resource distribution and use.	Objectives: <ul style="list-style-type: none"> <input type="checkbox"/> relate to stated goal(s) <input type="checkbox"/> address <ul style="list-style-type: none"> o what progress is expected o how the progress will be measured <input type="checkbox"/> are attainable and realistic <input type="checkbox"/> will benefit resource distribution and use 	Objectives: <ul style="list-style-type: none"> <input type="checkbox"/> relate to stated goal(s) <input type="checkbox"/> address <ul style="list-style-type: none"> o what progress is expected o how the progress will be measured <input type="checkbox"/> are attainable and realistic <input type="checkbox"/> will benefit resource distribution and use <input type="checkbox"/> address student to computer ratio <input type="checkbox"/> correspond to the planned timeline <input type="checkbox"/> address weaknesses identified in section D4 (Analyze Data/Resource distribution and use) <input type="checkbox"/> address various resource distribution and use needs (equity, standards, surveys, maintenance, repair, etc.) 	
See note*.			

*Revision Note:

Resource Plans

- **All areas covered**
- **Timeline**
- **Accountability**

Resource Plans: Action plans and implementation strategies support adequate and equitable distribution and use of the district's technology resources.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
<p>Action Plan is missing or inadequate to determine the effect of resource distribution and use.</p> <p>See note*.</p>	<p>Action Plan details:</p> <ul style="list-style-type: none"> <input type="checkbox"/> objective <input type="checkbox"/> action step/activity <input type="checkbox"/> timeline/completion date <input type="checkbox"/> estimated cost/budget <input type="checkbox"/> funding source 	<p>Action Plan details:</p> <ul style="list-style-type: none"> <input type="checkbox"/> goal <input type="checkbox"/> objective <input type="checkbox"/> CSIP and MSIP standards <input type="checkbox"/> action step/activity <input type="checkbox"/> timeline/completion date <input type="checkbox"/> review dates <input type="checkbox"/> correction strategies <input type="checkbox"/> person responsible <input type="checkbox"/> estimated cost/budget <input type="checkbox"/> funding source 	

*Revision Note:

Technical Support

- **What is the plan**
- **Is there enough?**
- **Training of staff**
- **Policies and procedures**

TECHNICAL SUPPORT TFA -- DATA ANALYSIS, OBJECTIVES, AND ACTION PLANS

Technical Support Data Analysis: Appropriate data and information are used to identify the strengths and weaknesses of the district's support of its technology resources.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
Strengths and weaknesses for technical support as it relates to technology are missing or inadequate. See note*.	Valid and reliable sources were analyzed to identify and list strengths and weaknesses. Strengths and weaknesses have been identified at the district and building levels as they relate to: <ul style="list-style-type: none">❑ technical support	Valid and reliable sources were analyzed to identify and list strengths and weaknesses. The relationship between technology and those strengths and weaknesses are clearly summarized as they relate to: <ul style="list-style-type: none">❑ technical support❑ access and use❑ policies and procedures❑ CSIP/MSIP	

*Revision Note:

Technical Support Objectives

- **Technical staff to computers**
- **Support needs**
- **What progress is needed and how to get there**

Technical Support Objectives: Objectives (milestones/measures of accomplishments) serve the goal(s) of the plan and address adequate support of the district's technology resources.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
Objectives are missing or inadequate to measure technical support.	Objectives: <ul style="list-style-type: none"> <input type="checkbox"/> relate to stated goal(s) <input type="checkbox"/> address <ul style="list-style-type: none"> o what progress is expected o how the progress will be measured <input type="checkbox"/> are attainable and realistic <input type="checkbox"/> will benefit technical support 	Objectives: <ul style="list-style-type: none"> <input type="checkbox"/> relate to stated goal(s) <input type="checkbox"/> address <ul style="list-style-type: none"> o what progress is expected o how the progress will be measured <input type="checkbox"/> are attainable and realistic <input type="checkbox"/> address ratio of technical staff to number of computers <input type="checkbox"/> will benefit technical support <input type="checkbox"/> correspond to the planned timeline <input type="checkbox"/> address weaknesses identified in section D5 (Analyze Data/Technical support) <input type="checkbox"/> address various technical support needs (e.g., maintenance, repair, number of workstations, FTE, service records, etc.) 	
See note*.			

*Revision Note:

Technical Support Plans

- **Related to CSIP and MSIP**
- **Step-by-step**

Technical Support Plans: Action plans and implementation strategies promote adequate and equitable technical support goal(s) and objectives.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
Action Plan is missing or inadequate to determine the effect of resource distribution and use. See note*.	Action Plan details: <ul style="list-style-type: none"><input type="checkbox"/> objective<input type="checkbox"/> action step/activity<input type="checkbox"/> timeline/completion date<input type="checkbox"/> estimated cost/budget<input type="checkbox"/> funding source	Action Plan details: <ul style="list-style-type: none"><input type="checkbox"/> goal<input type="checkbox"/> objective<input type="checkbox"/> CSIP and MSIP standards<input type="checkbox"/> action step/activity<input type="checkbox"/> timeline/completion date<input type="checkbox"/> review dates<input type="checkbox"/> correction strategies<input type="checkbox"/> person responsible<input type="checkbox"/> estimated cost/budget<input type="checkbox"/> funding source	

*Revision Note:

Dissemination, Monitoring and Evaluation

- What is the plan for each
- Who, what, when, how
- What is the evaluation plan?

DISSEMINATION, MONITORING, AND EVALUATION: The technology plan includes processes for ongoing communication/dissemination with community representatives, and stakeholders. Methods and activities are regularly monitored to allow for adjustments as necessary. Evaluation of the plan's effectiveness and validity is addressed.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
The strategies to disseminate, monitor, and evaluate are missing or inadequate to determine the plan's effectiveness.	Plan includes strategies for: <ul style="list-style-type: none">❑ Dissemination<ul style="list-style-type: none">○ reports progress❑ Monitoring<ul style="list-style-type: none">○ timely❑ Evaluation<ul style="list-style-type: none">○ uses appropriate assessment tools	Plan includes strategies for: <ul style="list-style-type: none">❑ Dissemination<ul style="list-style-type: none">○ reports progress○ informs all stakeholders and policy makers (board members, legislators, civic leaders, etc.)❑ Monitoring<ul style="list-style-type: none">○ timely○ analytical○ ongoing❑ Evaluation<ul style="list-style-type: none">○ timely○ ongoing○ uses appropriate assessment tools	
See note*.			

*Revision Note:

For help?

Arcadia Valley R-II

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